

# ***FAMILY AND CONSUMER SCIENCES STANDARDS***



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Office of Career Readiness, Adult Learning and Education Options  
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### **BUSINESS AND INDUSTRY VALIDATION**

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Family and Consumer Sciences Standards were validated through active participation of business and industry representatives on the development team.

### **PROJECT COORDINATOR**

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## INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Family and Consumer Sciences program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

**Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

**Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

**Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Family and Consumer Sciences program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

**NOTE:**

- Fashion, Textiles and Design I, Foods and Nutrition I, and Human Development I may be taught in any order.
- Only the performance indicators taught with the most emphasis during level I courses are listed in this document.

| <b>FASHION, TEXTILES AND DESIGN I</b>  |   |
|--|---|
| <b>CONTENT STANDARD 1.0 : CAREER EXPLORATION</b>   |   |
| <b>PERFORMANCE STANDARD 1.1 : ANALYZE THE ROLE OF PROFESSIONAL ORGANIZATIONS IN FASHION, TEXTILE, AND APPAREL INDUSTRIES</b>             |   |
| 1.1.2  | Summarize various professional support organizations  |
| 1.1.3  | Participate in a professional organization (e.g., FCCLA, DECA, FIDM Fashion Club, etc.)   |
| <b>PERFORMANCE STANDARD 1.2 : ANALYZE OPPORTUNITIES FOR EMPLOYMENT AND ENTREPRENEURIAL ENDEAVORS</b>                                     |   |
| 1.2.1  | Explore career opportunities in fashion, textile, and/or design industries, utilizing technology  |
| 1.2.2  | Develop job descriptions for fashion, textile, and/or design industries   |
| 1.2.7  | Determine how interests, abilities, personal priorities, and family responsibilities affect career choices                                |
| <b>PERFORMANCE STANDARD 1.3 : SUMMARIZE EDUCATION AND TRAINING REQUIREMENTS FOR CAREER OPPORTUNITIES</b>                                 |   |
| 1.3.1  | Utilize the internet to research and evaluate postsecondary educational programs  |
| 1.3.2  | Participate in college fairs or campus visits, or consult a college recruiter   |
| <b>PERFORMANCE STANDARD 1.4 : ANALYZE THE EFFECTS OF TEXTILE AND APPAREL OCCUPATIONS ON LOCAL, STATE, NATIONAL, AND GLOBAL ECONOMIES</b> |   |
| 1.4.1  | Differentiate between local, state, national, and global economies  |
| 1.4.3  | Examine the effects of economics on fashion, textile, and/or design occupations   |
| <b>PERFORMANCE STANDARD 1.5 : CREATE A PROFESSIONAL PORTFOLIO</b>  |   |
| 1.5.1  | Organize a portfolio for the purpose of obtaining internships, work-based learning opportunities, postsecondary education, and employment |

**CONTENT STANDARD 2.0 : DESIGN - DEMONSTRATE FASHION AND COSTUME DESIGN SKILLS****PERFORMANCE STANDARD 2.1 : UTILIZE ELEMENTS AND PRINCIPLES OF DESIGNING, CONSTRUCTING, AND/OR ALTERING END PRODUCTS**

- |       |  |
|-------|--|
| 2.1.1 | Apply the elements and principles of design  |
| 2.1.2 | Recognize and implement complex color schemes and color theory to develop and enhance visual effects |
| 2.1.3 | Examine ways in which elements and principles of design can affect appearance, theme, and mood       |

**PERFORMANCE STANDARD 2.2 : USE PROPER ILLUSTRATION TECHNIQUES**

- |       |  |
|-------|--|
| 2.2.2 | Identify a croquis and apply its use             |
| 2.2.3 | Demonstrate the proper use of tools and supplies |

**PERFORMANCE STANDARD 2.3 : DEVELOP DESIGN INSPIRATION**

- |       |  |
|-------|--|
| 2.3.4 | Describe sources of design and inspiration |
|-------|--|

**PERFORMANCE STANDARD 2.4 : DEMONSTRATE KNOWLEDGE OF DESIGN SKILLS**

- |       |   |
|-------|---|
| 2.4.1 | Evaluate a variety of aesthetics and points of view |
| 2.4.2 | Develop a personal aesthetic and point of view      |

**PERFORMANCE STANDARD 2.5 : DEMONSTRATE DESIGN PRESENTATION SKILLS**

- |       |  |
|-------|--|
| 2.5.4 | Provide and receive constructive criticism |
|-------|--|



**CONTENT STANDARD 3.0 : TEXTILES - ANALYZE FIBER AND FABRIC PRODUCTS AND MATERIALS**
**PERFORMANCE STANDARD 3.1 : EVALUATE PERFORMANCE CHARACTERISTICS OF FIBERS, FABRICS, AND FINISHES**

- |       |  |
|-------|--|
| 3.1.1 | Classify fibers, yarns, and fabrics  |
| 3.1.2 | Utilize a magnifying device to examine the physical properties of fibers, yarns, and fabrics |
| 3.1.3 | Compare and contrast performance characteristics of fibers, yarns, and fabrics               |

**PERFORMANCE STANDARD 3.2 : EXAMINE PROCESSES FOR CREATING FIBERS, YARNS, AND FABRICS**

- |       |   |
|-------|---|
| 3.2.1 | Compare and contrast natural and synthetic fibers   |
| 3.2.2 | Produce a woven, nonwoven, and knitted example  |
| 3.2.4 | Analyze behaviors that conserve, reuse, and recycle resources to maintain the environment |

**PERFORMANCE STANDARD 3.3 : ANALYZE THE EFFECTS OF TEXTILE CHARACTERISTICS ON THE DESIGN, CONSTRUCTION, CARE, USE, MAINTENANCE, AND PRESERVATION OF PRODUCTS**

- |       |   |
|-------|---|
| 3.3.1 | Comprehend and follow product care labels   |
| 3.3.2 | Select appropriate fabric care products   |
| 3.3.3 | Demonstrate appropriate fabric care procedures (i.e., stain removal, pressing, and storage) |
| 3.3.4 | Demonstrate the safe use and care of a washing machine and dryer                            |
| 3.3.5 | Differentiate between wet and dry cleaning methods  |

**PERFORMANCE STANDARD 3.4 : SUMMARIZE TEXTILE LEGISLATION, STANDARDS, AND LABELING**

- |       |   |
|-------|---|
| 3.4.1 | Utilize the internet to research textile legislation, standards, and labeling |
|-------|---|

**CONTENT STANDARD 4.0 : CONSTRUCTION - DEMONSTRATE THE SKILLS NEEDED TO PRODUCE, ALTER, AND REPAIR FASHION, TEXTILE, APPAREL, AND COSTUME PRODUCTS**

**PERFORMANCE STANDARD 4.1 : DEMONSTRATE SKILLS USING INDUSTRY-STANDARD EQUIPMENT, TOOLS, NOTIONS, AND SUPPLIES**

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|-------|--|
| 4.1.1 | Demonstrate the safe use, care, and maintenance of a sewing machine                                      |
| 4.1.2 | Demonstrate the safe use, care, and maintenance of cutting, marking, pattern-making, and measuring tools |
| 4.1.3 | Demonstrate the safe use, care, and maintenance of pressing, cleaning, and steaming equipment            |
| 4.1.6 | Apply notions using appropriate tools and equipment  |

**PERFORMANCE STANDARD 4.2 : DEMONSTRATE THE SKILLS REQUIRED FOR PATTERN AND FABRIC SELECTION AND PREPARATION**

- |       |  |
|-------|--|
| 4.2.1 | Select patterns for a variety of projects  |
| 4.2.2 | Interpret and apply information found on commercial patterns                           |
| 4.2.3 | Determine yardage requirements for a variety of projects                               |
| 4.2.4 | Select appropriate fabrics and notions for a variety of projects                       |
| 4.2.5 | Prewash fabric, press, layout, pin, and cut a pattern, based on fabric characteristics |
| 4.2.6 | Demonstrate the ability to interpret and transfer pattern markings                     |

**PERFORMANCE STANDARD 4.3 : DEMONSTRATE SKILLS FOR CONSTRUCTING, ALTERING, AND REPAIRING**

- |       |   |
|-------|---|
| 4.3.1 | Demonstrate a variety of seams, seam finishes, and hems                     |
| 4.3.2 | Demonstrate various machine and hand-stitching techniques                   |
| 4.3.3 | Demonstrate appropriate pressing techniques                                 |
| 4.3.4 | Demonstrate the application of various closures                             |
| 4.3.6 | Utilize software and/or online tutorials to assist in clothing construction |
| 4.3.7 | Demonstrate mending and repairing techniques                                |
| 4.3.8 | Construct garments and products for a variety of end uses                   |

**CONTENT STANDARD 5.0 : FASHION MERCHANDISING****PERFORMANCE STANDARD 5.1 : APPLY MARKETING STRATEGIES FOR FASHION, TEXTILE, AND APPAREL PRODUCTS**

- |       |  |
|-------|--|
| 5.1.3 | Describe the function and importance of quality control                |
| 5.1.4 | Develop an understanding of demographics as related to a target market |

**PERFORMANCE STANDARD 5.5 : IMPLEMENT RESEARCH METHODS, INCLUDING FORECASTING TECHNIQUES, FOR MARKETING TEXTILE AND APPAREL PRODUCTS**

- |       |  |
|-------|--|
| 5.5.2 | Describe personal clothing needs and wants (i.e., wardrobe planning)                       |
| 5.5.3 | Differentiate between physical, social, and psychological needs                            |
| 5.5.4 | Describe cultural, political, social, and economic factors that influence clothing choices |
| 5.5.5 | Describe the stages in the fashion cycle   |
| 5.5.6 | Differentiate between a classic and a fad  |

| FOODS AND NUTRITION I  |   |
|--|---|
| CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS                                      |   |
| PERFORMANCE STANDARD 1.2 : ANALYZE CAREER PATHS AND OPPORTUNITIES IN FOOD AND NUTRITION-RELATED INDUSTRIES                     |   |
| 1.2.1  | Explore career, entrepreneurial, and educational opportunities in related food and nutrition industries |
| CONTENT STANDARD 2.0 : FOOD CHOICES  |   |
| PERFORMANCE STANDARD 2.1 : EXAMINE PHYSIOLOGICAL, PSYCHOLOGICAL, AND SOCIOECONOMIC INFLUENCES IN FOOD CHOICES                  |   |
| 2.1.1  | Explain how culture, family, and social circles affect food choices                                     |
| 2.1.2  | Identify how economics impact food choices  |
| 2.1.3  | Recognize the effect of emotions on food choices  |
| 2.1.4  | Analyze the effects of advertising media on food choices  |
| 2.1.9  | Explore how individual senses affect food choices   |
| CONTENT STANDARD 3.0 : NUTRITION   |   |
| PERFORMANCE STANDARD 3.1 : EXPLORE THE EFFECT OF NUTRIENTS ON THE HUMAN BODY   |   |
| 3.1.1  | Describe the relationship between calories, energy, and food  |
| 3.1.2  | Outline the six basic nutrient groups, the individual nutrients, their sources and their roles          |
| PERFORMANCE STANDARD 3.3 : ASSESS THE IMPACT OF INDIVIDUAL FOOD CHOICES IN RELATION TO HEALTH PROMOTION AND DISEASE PREVENTION |   |
| 3.3.1  | Research the role of food as outlined in the USDA dietary guidelines                                    |
| 3.3.3  | Describe the risks of diet fads, energy drinks and performance enhancers                                |

**CONTENT STANDARD 4.0 : SANITATION AND SAFETY****PERFORMANCE STANDARD 4.1 : INVESTIGATE MICROORGANISMS FOUND IN FOOD AND THEIR ROLE IN FOOD-BORNE ILLNESS**

- |       |  |
|-------|--|
| 4.1.2 | Identify microbes that cause foodborne illnesses, sources, symptoms, and treatment |
| 4.1.3 | Identify potentially hazardous foods and processing methods                        |

**PERFORMANCE STANDARD 4.2 : DEMONSTRATE SAFE FOOD-HANDLING PRINCIPLES**

- |       |  |
|-------|--|
| 4.2.1 | Recognize the impact of food temperature and time on food-borne illnesses  |
| 4.2.2 | Practice proper temperature control and use of thermometers  |
| 4.2.3 | Practice preventative measures when shopping for, storing, preparing, cooling, transporting, and reheating food to minimize food contamination |

**PERFORMANCE STANDARD 4.3 : UTILIZE THE PROPER TECHNIQUES FOR CLEANING, SANITATION, AND RESOURCE MANAGEMENT**

- |       |  |
|-------|--|
| 4.3.1 | Compare and contrast a variety of cleaning products, equipment, and techniques |
| 4.3.2 | Demonstrate proper procedures for mixing, using and storing cleaning supplies  |
| 4.3.3 | Demonstrate acceptable hand-washing procedures and frequency                   |
| 4.3.4 | Demonstrate effective cleaning and sanitizing techniques                       |
| 4.3.6 | Practice appropriate waste disposal procedures                                 |

**PERFORMANCE STANDARD 4.4 : DESCRIBE PROCEDURES TO PREVENT ACCIDENTS AND TREAT INJURIES**

- |       |  |
|-------|--|
| 4.4.1 | Practice skills to prevent cuts, burns, falls, etc.                            |
| 4.4.2 | Simulate basic first aid and biohazard procedures (blood-borne pathogens)      |
| 4.4.3 | Identify the different classes of fire prevention and management               |
| 4.4.4 | Apply proper electrical safety procedures                                      |
| 4.4.5 | Wear proper personal protective equipment (PPE)                                |
| 4.4.6 | Demonstrate proper procedures for mixing, using, and storing cleaning supplies |

**CONTENT STANDARD 5.0 : KITCHEN RESOURCE MANAGEMENT****PERFORMANCE STANDARD 5.1 : EXPLAIN DESIGN, ORGANIZATION, AND MANAGEMENT OF KITCHENS AND EQUIPMENT**

- |       |  |
|-------|--|
| 5.1.1 | Evaluate kitchen design for work, efficiency, storage, and safety  |
| 5.1.2 | Identify large and small kitchen equipment for their intended use  |
| 5.1.3 | Identify large and small kitchen appliances for their intended use |

**PERFORMANCE STANDARD 5.2 : EXAMINE RECIPES AND COOKING METHODS**

- |        |  |
|--------|--|
| 5.2.1  | Identify the basic components of a recipe using different styles (i.e., standardized, narrative, and action) |
| 5.2.2  | Define food preparation terminology and techniques   |
| 5.2.3  | Define and apply cooking terminology and techniques  |
| 5.2.5  | Compose a time-work schedule for food preparation  |
| 5.2.7  | Demonstrate appropriate measuring techniques   |
| 5.2.8  | Utilize measuring equivalents and abbreviations appropriately  |
| 5.2.10 | Practice dry-heat cooking methods  |
| 5.2.11 | Practice moist heat cooking methods  |

**CONTENT STANDARD 6.0 : FOOD SELECTION AND PREPARATION****PERFORMANCE STANDARD 6.1 : SELECT AND PREPARE GRAIN PRODUCTS**

- |       |  |
|-------|--|
| 6.1.1 | Evaluate grains for nutrient content and intended uses   |
| 6.1.2 | Select appropriate grains for intended uses  |
| 6.1.3 | Describe purchasing and storage methods  |
| 6.1.4 | Apply preparation, cooking methods, and preservation techniques (e.g., steaming, boiling, pilaf, etc.) |

**PERFORMANCE STANDARD 6.2 : SELECT AND PREPARE FRUITS AND VEGETABLES**

- |       |  |
|-------|--|
| 6.2.1 | Evaluate fruits and vegetables for nutrient content and intended uses  |
| 6.2.2 | Compare and contrast fresh, frozen, canned, and dried produce for nutrient quality, availability, cost, and intended use |
| 6.2.3 | Describe purchasing and storage methods  |
| 6.2.4 | Select appropriate fruits and vegetables for intended uses   |
| 6.2.5 | Discuss cooking methods that retain nutrients  |
| 6.2.6 | Apply preparation, cooking methods, and preservation techniques (e.g., fresh, steamed, poached, baked, sautéed, etc.)    |

**PERFORMANCE STANDARD 6.3 : SELECT AND PREPARE PROTEIN-BASED FOODS**

- |       |   |
|-------|---|
| 6.3.2 | Evaluate plant proteins for nutrient content and intended uses (e.g., legumes, tofu, nuts, seeds, etc.) |
|-------|---|

**PERFORMANCE STANDARD 6.4 : SELECT AND PREPARE DAIRY PRODUCTS**

- |       |  |
|-------|--|
| 6.4.1 | Evaluate dairy products for nutrient content and intended uses                             |
| 6.4.2 | Select appropriate dairy products for intended uses  |
| 6.4.3 | Summarize the details of inspection, classification, and grading of dairy products         |
| 6.4.4 | Describe purchasing, handling, and storage of dairy products                               |
| 6.4.5 | Compare and contrast dairy alternatives (e.g., nutrients, taste, cooking properties, etc.) |

**CONTENT STANDARD 7.0 : MEAL MANAGEMENT****PERFORMANCE STANDARD 7.2 : ESTABLISH A DINING ATMOSPHERE**

- |       |  |
|-------|--|
| 7.2.1 | Demonstrate basic methods for serving a meal     |
| 7.2.2 | Arrange tableware for a complete meal            |
| 7.2.4 | Research the value of the family meal experience |

**PERFORMANCE STANDARD 7.3 : INCORPORATE ETIQUETTE FOR ENTERTAINING AND SOCIAL OCCASIONS**

- |       |   |
|-------|---|
| 7.3.1 | Demonstrate table manners, including the use of personal electronic devices |
|-------|---|

**CONTENT STANDARD 8.0 : CONSUMERISM****PERFORMANCE STANDARD 8.1 : EVALUATE FOOD PRODUCT PACKAGING AND LABELS**

- |       |  |
|-------|--|
| 8.1.1 | Explain food-packaging requirements (e.g., nutrition information, claims, ingredient list, etc.) |
|-------|--|

**CONTENT STANDARD 9.0 : ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES****PERFORMANCE STANDARD 9.3 : DEMONSTRATE AN AWARENESS OF PROFESSIONAL ORGANIZATIONS IN THE FOOD AND NUTRITION INDUSTRIES**

- |       |  |
|-------|--|
| 9.3.1 | Explore student and professional organizations associated with food and nutrition industries |
| 9.3.2 | Participate in a student and/or professional organization function                           |



| HUMAN DEVELOPMENT I  |   |
|--|---|
| CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAY OPPORTUNITIES IN FAMILY AND HUMAN SERVICES PROFESSIONS                                   |   |
| PERFORMANCE STANDARD 1.1 : DESCRIBE THE HISTORY AND CURRENT TRENDS IN FAMILY AND HUMAN SERVICES PROFESSIONS                            |   |
| 1.1.2  | Investigate current trends in family and human services professions   |
| PERFORMANCE STANDARD 1.2 : EXPLORE CAREER PATHS AND OPPORTUNITIES IN FAMILY AND HUMAN SERVICES PROFESSIONS                             |   |
| 1.2.5  | Compare and contrast various work environments in family and human services (e.g., in clients' homes, work-at-home, and facilities: educational, medical, correctional, etc.) |
| 1.2.10   | Model self-care techniques (e.g., visualization, meditation, nutrition, exercise, socialization, engage support systems, etc.)  |
| PERFORMANCE STANDARD 1.4 : ADHERE TO ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES   |   |
| 1.4.3  | Explain the responsibilities of a mandated reporter   |
| 1.4.4  | Recognize and respect diversity of values   |
| PERFORMANCE STANDARD 1.5 : UNDERSTAND THE METHODOLOGIES USED BY FAMILY LIFE EDUCATION PROFESSIONALS AND OTHER HUMAN SERVICES PROVIDERS |   |
| 1.5.1  | Explore the general philosophy and broad principles of family life education  |

**CONTENT STANDARD 2.0 : EVALUATE THE SIGNIFICANCE OF FAMILY AND ITS EFFECTS ON THE WELL-BEING OF INDIVIDUALS AND SOCIETY****PERFORMANCE STANDARD 2.1 : ANALYZE FAMILIES AND INDIVIDUALS IN SOCIETAL CONTEXTS**

- |       |  |
|-------|--|
| 2.1.1 | Analyze family as the basic unit of society  |
| 2.1.2 | Analyze the role of family in transmitting societal expectations                               |
| 2.1.3 | Analyze global influences on today's families (e.g., economies, immigration, technology, etc.) |
| 2.1.4 | Analyze the role of family in teaching culture and traditions across the lifespan              |
| 2.1.5 | Analyze society's influence on family composition from a historical and cultural perspective   |

**PERFORMANCE STANDARD 2.2 : ANALYZE INTERNAL DYNAMICS OF FAMILIES**

- |       |  |
|-------|--|
| 2.2.1 | Identify different types of families   |
| 2.2.2 | Compare and contrast the strengths and challenges of various types of families |
| 2.2.3 | Analyze parenting styles and their effects on family dynamics                  |
| 2.2.5 | Assess common practices and emerging research about discipline                 |

### **CONTENT STANDARD 3.0 : ANALYZE HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN**

#### **PERFORMANCE STANDARD 3.1 : ANALYZE PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT**

- |       |  |
|-------|--|
| 3.1.1 | Explain characteristics and/or principles of development (i.e., similarities, sequential, individual rates of development, and continuous throughout life)                                     |
| 3.1.2 | Explain the four areas of growth and development (i.e., physical, emotional, social, and cognitive)  |
| 3.1.3 | Explain how nurturing promotes human growth and development  |
| 3.1.4 | Determine how heredity and environment affect growth and development   |
| 3.1.5 | Analyze the impact of social, economic, and technological forces on individual growth and development  |
| 3.1.6 | Examine human development theorists: Maslow, Erikson, Piaget, Vygotsky, Kohlberg, Freud, Bruner, Pavlov, Watson, Bandura, Skinner, Brazelton, Binet, Schmidt, Bronfenbrenner, Havighurst, etc. |

#### **PERFORMANCE STANDARD 3.2 : EXAMINE REPRODUCTIVE HEALTH**

- |       |   |
|-------|---|
| 3.2.1 | Explain the anatomy and physiology of the male and female reproductive systems  |
| 3.2.2 | Discuss sexual abstinence and contraception   |
| 3.2.3 | Discuss factors that affect fertility, pregnancy, and prenatal health (e.g., genetics, nutrition, use of legal and illegal substances, addiction, multiple partners, sexually transmitted infections, environmental health hazards, etc.) |
| 3.2.4 | Assess ways to maintain appropriate individual health practices (e.g., physical fitness, nutrition, etc.)   |

#### **PERFORMANCE STANDARD 3.3 : EXAMINE THE STAGES OF PREGNANCY, PRENATAL DEVELOPMENT, AND BIRTH**

- |       |  |
|-------|--|
| 3.3.1 | Explain conception, fertility, and assisted reproductive technologies  |
| 3.3.2 | Describe the various complications of pregnancy and birth (e.g., multiple births, Caesarean section, toxemia, miscarriage, gestational diabetes, stillbirth, etc.) |
| 3.3.3 | Explore community resources available for prenatal care  |
| 3.3.4 | Distinguish the characteristics of growth and development of the zygote, embryo, and fetus   |
| 3.3.5 | Describe the mother's physical and emotional changes during each trimester of pregnancy  |
| 3.3.6 | Analyze various childbirth choices   |
| 3.3.7 | Describe the events that occur during the three stages of labor and delivery   |
| 3.3.8 | Investigate various parental adjustments before, during, and after pregnancy (e.g., relationships, finances, lifestyle changes, etc.)                              |
| 3.3.9 | Analyze the effects of fetal alcohol and drug exposure (e.g., Fetal Alcohol Effect [FAE], Fetal Alcohol Syndrome [FAS], Fetal Drug Exposure [FDE], etc.)           |

**PERFORMANCE STANDARD 3.4 : EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF THE NEWBORN TO AGE 1**

- |        |  |
|--------|--|
| 3.4.1  | Examine common procedures following birth (e.g., for bonding, breastfeeding, standard screenings: APGAR, PKU, and other metabolic panels, hearing, other considerations: immunizations, circumcision, etc.)  |
| 3.4.2  | Identify newborn reflexes  |
| 3.4.3  | Explore the effects of communication and touch on social growth and development (i.e., bonding and attachment)   |
| 3.4.4  | Describe normal behaviors of newborns and infants (e.g., communication, eating, sleeping, temperament, etc.)   |
| 3.4.5  | Examine the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.)  |
| 3.4.6  | Describe concerns and conditions common to the newborn state (e.g., fussiness, Purple Period of Crying, colic, GERD, thrush, cradle cap, birthmarks, teething, etc.)   |
| 3.4.7  | Investigate feeding and nutrition (i.e., breastfeeding and formula-feeding)  |
| 3.4.8  | Examine the introduction of solid foods (e.g., choices, consistency, nutrition, timing, etc.)  |
| 3.4.9  | Characterize “failure to thrive,” including the causes and effects   |
| 3.4.10 | Explore safety practices for newborns and infants (e.g., CPR, first aid, feeding, sleeping, bathing, transporting, environment, animals, etc.)   |
| 3.4.11 | Identify the contributing risk factors of Sudden Infant Death Syndrome (SIDS)  |
| 3.4.12 | Analyze the effects of alcohol and drug exposure on newborns and infants   |
| 3.4.13 | Explain Piaget’s stage of sensorimotor period related to age newborn to one  |
| 3.4.14 | Explain Erikson’s Stage of Psychosocial Development, Trust vs. Mistrust  |
| 3.4.15 | Examine developmentally appropriate expectations for physical growth and development   |
| 3.4.16 | Examine developmentally appropriate expectations for social growth and development   |
| 3.4.17 | Examine developmentally appropriate expectations for emotional growth and development  |
| 3.4.18 | Examine developmentally appropriate expectations for cognitive growth and development  |
| 3.4.19 | Describe the characteristics of a safe and healthy learning environment for the newborn to age one child   |
| 3.4.20 | Describe patterns of physical development (i.e., head-to-foot, near-to-far, and simple-to-complex)   |
| 3.4.21 | Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities  |
| 3.4.22 | Describe types, signs, symptoms, and consequences of abuse and neglect   |
| 3.4.23 | Explore community resources available for newborns and infants (e.g., WIC, car seat, crisis hotlines, health clinics, family resource centers, etc.)   |
| 3.4.24 | Research public health, safety, and educational campaigns related to newborns and infants: Baby Friendly Hospitals, Car Seats, Purple Period of Crying, Not Even for a Minute, Safe Sleep, Text 4 Babies, PINK Packets, Shaken Baby, The Safe Haven Law, breastfeeding, etc. |

**PERFORMANCE STANDARD 3.5 : EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF THE TODDLER: AGES 1 AND 2**

- |        |  |
|--------|--|
| 3.5.1  | Explain Piaget’s stage of sensorimotor period related to ages one and two  |
| 3.5.2  | Explain Erikson’s Stage of Psychosocial Development, Autonomy vs. Shame and Doubt  |
| 3.5.3  | Examine developmentally appropriate expectations for physical growth and development   |
| 3.5.4  | Examine developmentally appropriate expectations for social growth and development   |
| 3.5.5  | Examine developmentally appropriate expectations for emotional growth and development  |
| 3.5.6  | Examine developmentally appropriate expectations for cognitive growth and development  |
| 3.5.7  | Describe the characteristics of a safe and healthy learning environment for the toddler  |
| 3.5.8  | Explore how toddlers communicate   |
| 3.5.9  | Explore the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.)  |
| 3.5.10 | Demonstrate ways to help toddlers recognize and manage their emotions  |
| 3.5.11 | Describe the division of responsibility of feeding a toddler (healthy food offerings, portion sizes, picky eaters, etc.)   |
| 3.5.12 | Explore safety practices for toddlers (e.g., childproofing, car seats, self-feeding, choking hazards, etc.)  |
| 3.5.13 | Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities  |
| 3.5.14 | Describe concerns and conditions common to toddlers: tantrums, negative behaviors (biting, hitting), teething, sleep pattern changes, emergence of autism, food allergies, etc.  |
| 3.5.15 | Describe types, signs, symptoms, and consequences of abuse and neglect   |
| 3.5.16 | Explore community resources available for toddlers (e.g., WIC, car seat, crisis hotlines, health clinics, family resource centers, etc.)   |
| 3.5.17 | Research public health, safety, and educational campaigns and topics related to toddlers: car seat safety, Not Even for a Minute, immunizations, parent as first teacher, Strong Start Nevada-early childhood education, choking, drowning prevention, securing your furniture, etc. |

**FAMILY AND CONSUMER SCIENCES****CONTENT STANDARD 1.0 : CAREER AND COMMUNITY ENGAGEMENT****PERFORMANCE STANDARD 1.1 : EXPLORE POSTSECONDARY OPTIONS**

- |       |   |
|-------|---|
| 1.1.1 | Analyze career paths in family and consumer sciences                              |
| 1.1.2 | Assess a variety of postsecondary options based on previous plans and performance |
| 1.1.3 | Develop a ten-year life plan (e.g., education, career, family, etc.)              |

**PERFORMANCE STANDARD 1.2 : EXAMINE THE IMPACT AND OPPORTUNITIES OF COMMUNITY ENGAGEMENT**

- |       |   |
|-------|---|
| 1.2.1 | Explore the value of strong communities   |
| 1.2.2 | Analyze values that support individuals' and families' responsibility in community involvement and civic activities |
| 1.2.3 | Analyze personal assets and skills that can be used to provide service to the community                             |
| 1.2.4 | Examine volunteer opportunities in the community  |
| 1.2.5 | Examine practices used in public meetings (e.g., agendas, parliamentary procedures, minutes, etc.)                  |
| 1.2.6 | Develop an advocacy plan based on a community issue or need   |
| 1.2.7 | Implement a community service project based on the advocacy plan  |

**PERFORMANCE STANDARD 1.3 : DEMONSTRATE AWARENESS OF PROFESSIONAL ORGANIZATIONS RELATED TO FAMILY AND CONSUMER SCIENCES FIELDS**

- |       |  |
|-------|--|
| 1.3.1 | Explore student and professional organizations associated with family and consumer sciences fields |
| 1.3.2 | Participate in student and/or professional organizations' functions                                |

**CONTENT STANDARD 2.0 : PERSONAL AND FAMILY CONSUMER MANAGEMENT****PERFORMANCE STANDARD 2.1 : DEMONSTRATE INDIVIDUAL INTERPERSONAL RELATIONSHIP SKILLS**

- |       |   |
|-------|---|
| 2.1.1 | Analyze roles and expectations of various types of relationships  |
| 2.1.2 | Analyze personal needs and characteristics and their impact on interpersonal relationships  |
| 2.1.3 | Utilize communication skills that contribute to positive relationships  |
| 2.1.4 | Demonstrate conflict prevention and management techniques   |
| 2.1.5 | Analyze personal needs, wants, and characteristics and their effects on interpersonal relationships (e.g., self-esteem, self-image, standards and life events, etc.)      |
| 2.1.6 | Assess the short- and long-term consequences of high-risk behaviors (e.g., substance abuse, eating disorders, bullying, promiscuity, etc.) on interpersonal relationships |

**PERFORMANCE STANDARD 2.2 : DEMONSTRATE EFFECTIVE PERSONAL BEHAVIORS AND SKILLS**

- |       |   |
|-------|---|
| 2.2.1 | Explain how personal needs, wants, values, goals, and standards affect personal behaviors and decision-making   |
| 2.2.2 | Assess the personal consequences of high-risk behaviors (e.g., substance abuse, eating disorders, bullying, negative relationships, promiscuity, addictive behaviors, etc.) |
| 2.2.3 | Apply management planning skills as well as processes to organize tasks and responsibilities  |
| 2.2.4 | Develop short- and long-term goals using a planning process   |
| 2.2.5 | Demonstrate strategies for effective time-management  |
| 2.2.6 | Demonstrate strategies to encourage effective teamwork  |
| 2.2.7 | Demonstrate leadership skills in organizing and delegating responsibilities   |

**PERFORMANCE STANDARD 2.3 : DEMONSTRATE MANAGEMENT OF INDIVIDUAL AND FAMILY RESOURCES**

- |        |   |
|--------|---|
| 2.3.1  | Examine how individuals and families make choices to satisfy needs and wants  |
| 2.3.2  | Examine the components of financial planning and management   |
| 2.3.3  | Examine financial services (e.g., financial planners, credit counselors, tax professionals, etc.)   |
| 2.3.4  | Demonstrate the skills necessary to manage finances (e.g., budgeting, record keeping, personal financial planning, etc.)                                    |
| 2.3.5  | Assess the advantages, disadvantages, and impact of consumer debt/credit  |
| 2.3.6  | Discuss consumer protection and risk-management strategies related to investments, fraud, identity theft, etc.  |
| 2.3.7  | Explore banking, saving, and investing to achieve personal goals  |
| 2.3.8  | Interpret financial and legal documents (e.g., banking reports, pay stubs, taxes, contracts, credit reports, etc.) in relation to personal responsibilities |
| 2.3.9  | Identify the financial roles of citizens, workers, businesses, and consumers  |
| 2.3.10 | Examine types and costs of insurance  |
| 2.3.11 | Research information about obtaining and maintaining healthcare   |
| 2.3.12 | Apply consumer skills when planning recreational activities   |
| 2.3.13 | Analyze the options, costs, and responsibilities of various forms of transportation   |

**PERFORMANCE STANDARD 2.4 : ANALYZE CONSUMERS' RIGHTS AND RESPONSIBILITIES**

- |       |  |
|-------|--|
| 2.4.1 | Investigate state and federal policies and laws that provide consumer protection |
| 2.4.2 | Demonstrate communication skills related to consumer rights                      |
| 2.4.3 | Analyze resource consumption for conservation and waste management practices     |

**PERFORMANCE STANDARD 2.5 : EVALUATE THE IMPACT OF TECHNOLOGY ON INDIVIDUALS AND FAMILIES**

- |       |   |
|-------|---|
| 2.5.1 | Explore ways to optimize the use of media and technology  |
| 2.5.2 | Assess how media and technology impact quality of life for individuals and their relationships  |
| 2.5.3 | Explain cyber responsibility related to maintaining personal privacy and practicing legal behaviors, ethical behaviors, digital etiquette, etc. |



**CONTENT STANDARD 3.0 : HUMAN DEVELOPMENT AND FAMILY STUDIES****PERFORMANCE STANDARD 3.1 : EVALUATE THE SIGNIFICANCE OF FAMILY AND ITS EFFECTS ON THE WELL-BEING OF INDIVIDUALS AND SOCIETY**

- |       |  |
|-------|--|
| 3.1.1 | Compare types of family units  |
| 3.1.2 | Analyze the role of family in developing independence, interdependence, and commitment of family members |
| 3.1.3 | Analyze the impact of change and transition of the family on the individual throughout the lifespan      |
| 3.1.4 | Explain the impact of crisis on a family unit, and explore strategies to cope with family crisis         |
| 3.1.5 | Analyze the effects of social and cultural diversity on the individual and families                      |
| 3.1.6 | Analyze the effects of globalization   |

**PERFORMANCE STANDARD 3.2 : ANALYZE FACTORS AFFECTING THE DECISION TO PARENT**

- |       |   |
|-------|---|
| 3.2.1 | Analyze how personal goals and priorities affect the decision to parent   |
| 3.2.2 | Assess how an individual's social and emotional development affects readiness to parent   |
| 3.2.3 | Calculate the financial responsibility of parenting   |
| 3.2.4 | Assess how teenage pregnancy impacts life choices   |
| 3.2.5 | Investigate available health resources in the community   |
| 3.2.6 | Investigate how genetic considerations impact the decision to parent  |
| 3.2.7 | Explain the factors to consider when conceiving children is not desired (e.g., finances, the spacing of children, the health of mother, contraceptives, etc.) |
| 3.2.8 | Critique personal readiness to parent based on personal goals and priorities, personal health, genetics, finances, and social and emotional development       |

**PERFORMANCE STANDARD 3.3 : EXPLORE STAGES OF DEVELOPMENT FROM CONCEPTION THROUGH LATE ADULTHOOD**

- |       |  |
|-------|--|
| 3.3.1 | Describe the anatomy and physiology of the male and female reproductive systems                      |
| 3.3.2 | Analyze factors that promote personal reproductive health  |
| 3.3.3 | Explain components of prenatal care and the stages of prenatal development                           |
| 3.3.4 | Determine how heredity, environment, and personal behaviors affect prenatal development              |
| 3.3.5 | Explain the process of labor and delivery  |
| 3.3.6 | Explain the developmental stages of the newborn, infant, toddler, preschooler, and school-aged child |
| 3.3.7 | Explain the developmental stages of the adolescent   |
| 3.3.8 | Explain the life stages of young, middle, and late adulthood   |

**PERFORMANCE STANDARD 3.4 : EXPLORE THE ROLES AND RESPONSIBILITIES OF PARENTING THAT MAXIMIZE HUMAN GROWTH AND DEVELOPMENT**

- |       |  |
|-------|--|
| 3.4.1 | Analyze expectations and responsibilities of parenting                                     |
| 3.4.2 | Explore the effects of guidance and discipline practices on human growth and development   |
| 3.4.3 | Determine criteria for selecting care and services for children                            |
| 3.4.4 | Evaluate personal and family support systems that provide assistance/services for families |
| 3.4.5 | Assess the effects of abuse and neglect on children and families                           |
| 3.4.6 | Determine methods for recognizing, preventing, and reporting of abuse                      |

**PERFORMANCE STANDARD 3.5 : UTILIZE DEVELOPMENTALLY APPROPRIATE ACTIVITIES FOR YOUNG CHILDREN, ADOLESCENTS, AND ADULTS**

- |       |   |
|-------|---|
| 3.5.1 | Evaluate activities for different stages of the lifespan  |
| 3.5.2 | Evaluate appropriate caregiving methods and techniques for different life stages and situations |
| 3.5.3 | Evaluate safe and healthy environments  |

**CONTENT STANDARD 4.0 : NUTRITION AND WELLNESS****PERFORMANCE STANDARD 4.1 : EVALUATE NUTRITION AND WELLNESS PRINCIPLES ACROSS THE LIFESPAN**

- |       |  |
|-------|--|
| 4.1.1 | Evaluate social, cultural, psychological, and economic influences on food choices                    |
| 4.1.2 | Analyze the influence of advertising on food purchases   |
| 4.1.3 | Examine the nutrients, their functions, and food sources   |
| 4.1.4 | Analyze information on food labels   |
| 4.1.5 | Evaluate effects of nutritional intake on health, appearance, job performance, quality of life, etc. |

**PERFORMANCE STANDARD 4.2 : DEMONSTRATE FOOD SAFETY AND SANITATION PRACTICES**

- |       |  |
|-------|--|
| 4.2.1 | Demonstrate procedures for purchasing and storing fresh and prepared foods |
| 4.2.2 | Determine causes of foodborne illnesses                                    |
| 4.2.3 | Demonstrate appropriate sanitation and food-handling practices             |
| 4.2.4 | Practice skills related to food safety and sanitation                      |

**PERFORMANCE STANDARD 4.3 : DEMONSTRATE SKILLS AND PROCEDURES IN FOOD PREPARATION AND SERVICE**

- |       |  |
|-------|--|
| 4.3.1 | Analyze food costs and develop a food budget   |
| 4.3.2 | Create a variety of menus based on principles of meal planning                               |
| 4.3.3 | Prepare and serve nutritious and aesthetically pleasing foods                                |
| 4.3.4 | Follow recipe directions in food preparation   |
| 4.3.5 | Demonstrate proper measurement techniques  |
| 4.3.6 | Utilize time-management techniques in food preparation                                       |
| 4.3.7 | Demonstrate proper techniques with tools and equipment                                       |
| 4.3.8 | Practice etiquette, food presentation, and table service appropriate for specific situations |
| 4.3.9 | Prepare and serve a variety of meals utilizing current dietary guidelines                    |

**CONTENT STANDARD 5.0 : FASHION, TEXTILES, AND DESIGN****PERFORMANCE STANDARD 5.1 : APPLY CONSUMER SKILLS OF DECISION-MAKING, PROBLEM-SOLVING, AND MANAGEMENT WHEN PURCHASING AND SELECTING A WARDROBE**

- |       |  |
|-------|--|
| 5.1.1 | Examine the consumer skills needed to effectively manage the apparel budget    |
| 5.1.2 | Utilize elements and principles of design in selecting and planning a wardrobe |
| 5.1.3 | Describe social, cultural, and physical influences on apparel preferences      |
| 5.1.4 | Discuss appropriate apparel choices for various settings                       |
| 5.1.5 | Research sources for wardrobe choices  |
| 5.1.6 | Determine options for wardrobe items when no longer needed                     |

**PERFORMANCE STANDARD 5.2 : DEMONSTRATE SKILLS NEEDED TO PRODUCE AND CARE FOR TEXTILE PRODUCTS AND APPAREL**

- |       |   |
|-------|---|
| 5.2.1 | Evaluate elements and principles of design in a variety of textile products                           |
| 5.2.2 | Construct apparel and/or a textile product using a variety of equipment, tools, and supplies          |
| 5.2.3 | Repair apparel and/or a textile product using a variety of equipment, tools, and supplies             |
| 5.2.4 | Alter or repurpose apparel and/or a textile product using a variety of equipment, tools, and supplies |
| 5.2.5 | Interpret garment labeling  |
| 5.2.6 | Demonstrate a variety of garment care techniques (e.g., cleaning, stain-removal, pressing, etc.)      |

**CONTENT STANDARD 6.0 : HOUSING AND HOME FURNISHINGS****PERFORMANCE STANDARD 6.1 : APPLY CONSUMER SKILLS TO HOUSING DECISIONS**

- |       |   |
|-------|---|
| 6.1.1 | Evaluate the influence of needs and wants on housing choices  |
| 6.1.2 | Analyze the impact of other factors on housing choices (e.g., lifestyle, culture, values, status, etc.) |
| 6.1.3 | Investigate housing alternatives  |
| 6.1.4 | Evaluate housing options for technology needs and other amenities                                       |
| 6.1.5 | Evaluate the process for securing housing (e.g., contracts, finances, insurance, utilities, etc.)       |

**PERFORMANCE STANDARD 6.2 : EXPLORE HOME CARE AND SAFETY**

- |       |  |
|-------|--|
| 6.2.1 | Evaluate housing options for efficiency and safety                                     |
| 6.2.2 | Examine housekeeping standards and procedures  |
| 6.2.3 | Analyze various types of cleaning methods and products and their environmental effects |
| 6.2.4 | Develop a home safety/emergency plan   |

**PERFORMANCE STANDARD 6.3 : EVALUATE LIVING SPACE DESIGN**

- |       |   |
|-------|---|
| 6.3.1 | Utilize elements and principles of design                                       |
| 6.3.2 | Evaluate furnishings, appliances, and lighting                                  |
| 6.3.3 | Evaluate home organization management (e.g., efficiency, clutter control, etc.) |
| 6.3.4 | Create a floor plan   |

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**CROSSWALKS AND ALIGNMENTS OF  
FAMILY AND CONSUMER SCIENCES STANDARDS  
AND THE COMMON CORE STATE STANDARDS,  
THE NEVADA SCIENCE STANDARDS,  
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

**CROSSWALK** (ACADEMIC STANDARDS)

The crosswalk of the Family and Consumer Sciences Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Family and Consumer Sciences program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

**ALIGNMENTS** (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Family and Consumer Sciences Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Family and Consumer Sciences program support academic learning.

**CROSSWALK** (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Family and Consumer Sciences Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Family and Consumer Sciences program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Family and Consumer Sciences Standards are crosswalked primarily to the Human Services Career Cluster™ and related Career Pathways.

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**CROSSWALK OF FAMILY AND CONSUMER SCIENCES STANDARDS  
AND THE COMMON CORE STATE STANDARDS**

**FASHION, TEXTILES, AND DESIGN I**

**CONTENT STANDARD 1.0: CAREER EXPLORATION**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>  |
|-------------------------------|--|
| 1.1.2                         | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>           WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| 1.2.2                         | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>           WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 1.4.1                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>           RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>           WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 1.4.3                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>           RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>  |
| 1.5.1                         | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>           WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |

**CONTENT STANDARD 2.0: DESIGN**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>  |
|-------------------------------|--|
| 2.3.4                         | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| 2.4.1                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.                               |
| 2.5.4                         | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |

**CONTENT STANDARD 3.0: TEXTILES**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>   |
|-------------------------------|---|
| 3.1.3                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> |
| 3.2.1                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> |
| 3.2.4                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 3.3.3                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>   |

**CONTENT STANDARD 4.0: CONSTRUCTION**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>  |
|-------------------------------|--|
| 4.1.1                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.1.3                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.1.6                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.2.2                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |

**CONTENT STANDARD 5.0: FASHION MERCHANDISING**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>  |
|-------------------------------|--|
| 5.1.3                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| 5.5.4                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.<br><b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |

## FOODS AND NUTRITION I

CONTENT STANDARD 1.0: ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY  
PROFESSIONAL STANDARDS

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 1.2.1                  | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

## CONTENT STANDARD 2.0: FOOD CHOICES

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 2.1.1                  | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| 2.1.9                  | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

## CONTENT STANDARD 3.0: NUTRITION

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 3.1.1                  | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| 3.3.1                  | <u><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></u><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.3.3                  | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

## CONTENT STANDARD 4.0: SANITATION AND SAFETY

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 4.2.2                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |
| 4.2.3                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |
| 4.3.1                  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| 4.3.2                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |
| 4.3.4                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |
| 4.3.6                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |
| 4.4.2                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |
| 4.4.4                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |
| 4.4.6                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                           |

## CONTENT STANDARD 5.0: KITCHEN RESOURCE MANAGEMENT

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 5.1.1                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 5.2.7                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 5.2.10                 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 5.2.11                 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |

## CONTENT STANDARD 6.0: FOOD SELECTION AND PREPARATION

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 6.1.1                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 6.1.3                  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |
| 6.1.4                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.   |
| 6.2.1                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 6.2.2                  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 6.2.3                  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |
| 6.2.5                  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |
| 6.2.6                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.   |
| 6.3.2                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 6.4.1                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 6.4.3                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.   |



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| 6.4.4 | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| 6.4.5 | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

**CONTENT STANDARD 7.0: MEAL MANAGEMENT**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 7.2.4                  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

**CONTENT STANDARD 8.0: CONSUMERISM**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 8.1.1                  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.<br><br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**CONTENT STANDARD 9.0: ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 9.3.1                  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.<br><br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

## HUMAN DEVELOPMENT I

## CONTENT STANDARD 1.0: ANALYZE CAREER PATHWAY OPPORTUNITIES IN FAMILY AND HUMAN SERVICES PROFESSIONS

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 1.1.2                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>      |
| 1.2.5                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>  |
| 1.2.10                 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| 1.4.3                  | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>  |
| 1.5.1                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>  |

**CONTENT STANDARD 2.0: EVALUATE THE SIGNIFICANCE OF FAMILY AND ITS EFFECTS ON  
THE WELL-BEING OF INDIVIDUALS AND FAMILIES IN SOCIETY**

| <b>Performance Indicators</b> | <b>Nevada Academic Content Standards</b>  |
|-------------------------------|---|
| 2.1.1                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 2.1.2                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 2.1.3                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 2.1.4                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 2.1.5                         | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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| 2.2.2 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>   |
| 2.2.3 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 2.2.5 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>               |

**CONTENT STANDARD 3.0: ANALYZE HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN**

| <b>Performance Indicators</b> | <b>Nevada Academic Content Standards</b>  |
|-------------------------------|---|
| 3.1.1                         | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |
| 3.1.2                         | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |
| 3.1.3                         | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |
| 3.1.4                         | <u><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></u><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  |
| 3.1.5                         | <u><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></u><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><u><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></u><br>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| 3.1.6                         | <u><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></u><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.<br><u><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></u><br>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 3.2.2                         | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |
| 3.2.3                         | <u><b>English Language Arts: Speaking and Listening Standards</b></u><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |

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| 3.2.4 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 3.3.2 | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>  |
| 3.3.3 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 3.3.4 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 3.3.5 | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>  |
| 3.3.6 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 3.3.7 | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>  |

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| 3.3.8 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 3.3.9 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 3.4.1 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 3.4.3 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>   |
| 3.4.4 | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>   |
| 3.4.5 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 3.4.6 | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>   |
| 3.4.7 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |

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| 3.4.8  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 3.4.9  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| 3.4.10 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>  |
| 3.4.12 | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 3.4.15 | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>   |
| 3.4.16 | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>   |
| 3.4.17 | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>   |
| 3.4.18 | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>   |
| 3.4.19 | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>  |
| 3.4.20 | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>  |



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| 3.4.21 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 3.4.22 | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |
| 3.4.23 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| 3.4.24 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 3.5.3  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.5.4  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.5.5  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.5.6  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.5.7  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.<br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.5.8  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| 3.5.9  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| 3.5.10 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 3.5.11 | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |

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| 3.5.12 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| 3.5.13 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 3.5.14 | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |
| 3.5.15 | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |
| 3.5.16 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| 3.5.17 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

## FAMILY AND CONSUMER SCIENCES

## CONTENT STANDARD 1.0: CAREER AND COMMUNITY ENGAGEMENT

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 1.1.1                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>  |
| 1.1.2                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>  |
| 1.1.3                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 1.2.5                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>  |
| 1.2.6                  | <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |
| 1.3.1                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   |

## CONTENT STANDARD 2.0: PERSONAL AND FAMILY CONSUMER MANAGEMENT

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 2.1.1                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>                                  |
| 2.1.2                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br/> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>                                  |
| 2.1.3                  | <p><b><u>English Language Arts: Speaking and Listening Standards</u></b><br/> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>  |
| 2.1.4                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 2.1.6                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>Science: Life Science</u></b><br/> N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p>  |
| 2.2.1                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 2.2.2                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>Science: Life Science</u></b><br/> N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p> <p>N.12.B.4 Students know scientific knowledge builds on previous information.</p> |
| 2.2.3                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 2.2.4                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 2.3.1                  | <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br/> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |

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| 2.3.4  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.   |
| 2.3.5  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 2.3.8  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 2.3.9  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.  |
| 2.3.11 | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| 2.3.13 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 2.4.1  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.<br><br><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 2.4.2  | <b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  |
| 2.4.3  | <b><u>Science: Nature of Science</u></b><br>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.   |
| 2.5.1  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 2.5.2  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 2.5.3  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><br><b><u>English Language Arts: Speaking and Listening Standards</u></b><br>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  |

## CONTENT STANDARD 3.0: HUMAN DEVELOPMENT AND FAMILY STUDIES

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 3.1.3                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |
| 3.1.4                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 3.1.5                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 3.1.6                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 3.2.5                  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.2.6                  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.2.7                  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 3.2.8                  | <b><u>Science: Life Science</u></b><br>L.12.A Students understand how genetic information is passed from one generation to another.  |
| 3.3.1                  | <b><u>Science: Life Science</u></b><br>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.   |
| 3.3.4                  | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  |
| 3.3.5                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |
| 3.3.6                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |
| 3.3.7                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |
| 3.3.8                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |
| 3.4.1                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| 3.4.2                  | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |

|       |   |
|-------|---|
| 3.4.3 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| 3.4.4 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| 3.4.5 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| 3.4.6 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| 3.5.1 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. |
| 3.5.2 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. |
| 3.5.3 | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.<br><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. |

**CONTENT STANDARD 4.0: NUTRITION AND WELLNESS**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>  |
|-------------------------------|--|
| 4.1.1                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 4.2.2                         | <b><u>Science: Life Science</u></b><br>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.  |
| 4.2.4                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.3.3                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.3.4                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.3.5                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.3.6                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.3.7                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.3.8                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| 4.3.9                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |



**CONTENT STANDARD 5.0: FASHION, TEXTILES, AND DESIGN**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>   |
|-------------------------------|---|
| 5.1.2                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| 5.1.3                         | <b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b><br>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 5.2.1                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| 5.2.3                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |
| 5.2.4                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.<br><br><b><u>Science: Earth Science</u></b><br>E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and non-renewable resources.   |
| 5.2.5                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.   |
| 5.2.6                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |

**CONTENT STANDARD 6.0: HOUSING AND HOME FURNISHINGS**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>  |
|-------------------------------|--|
| 6.1.5                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 6.2.2                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 6.2.3                         | <b><u>Science: Nature of Science</u></b><br>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.   |
| 6.3.1                         | <b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b><br>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.          |

**ALIGNMENT OF FAMILY AND CONSUMER SCIENCES STANDARDS  
AND THE COMMON CORE MATHEMATICAL PRACTICES****Fashion, Textiles and Design I**

| <b>Common Core<br/>Mathematical Practices</b>                       | <b>Fashion, Textiles, and Design<br/>Performance Indicators</b> |
|---|---|
| 1. Make sense of problems and persevere in solving them.            |   |
| 2. Reason abstractly and quantitatively.                            | 1.2.2<br>4.2.3  |
| 3. Construct viable arguments and critique the reasoning of others. |   |
| 4. Model with mathematics.  |   |
| 5. Use appropriate tools strategically.                             |   |
| 6. Attend to precision.   | 4.2.3   |
| 7. Look for and make use of structure.                              | 1.4.1   |
| 8. Look for and express regularity in repeated reasoning.           |   |

## Family and Consumer Sciences

| Common Core<br>Mathematical Practices                               | Family and Consumer Sciences<br>Performance Indicators         |
|---|--|
| 1. Make sense of problems and persevere in solving them.            |  |
| 2. Reason abstractly and quantitatively.                            | 2.3.2, 2.3.3, 2.3.8, 2.3.10, 2.3.12<br>3.2.3<br>5.1.1<br>6.1.5 |
| 3. Construct viable arguments and critique the reasoning of others. | 2.3.5, 2.3.6, 2.3.7, 2.3.13<br>3.2.8<br>4.1.2; 4.3.1           |
| 4. Model with mathematics.  |  |
| 5. Use appropriate tools strategically.                             |  |
| 6. Attend to precision.   | 2.3.4  |
| 7. Look for and make use of structure.                              | 2.2.5<br>4.3.6   |
| 8. Look for and express regularity in repeated reasoning.           |  |

**ALIGNMENT OF FAMILY AND CONSUMER SCIENCES STANDARDS  
AND THE SCIENCE AND ENGINEERING PRACTICES****FOODS AND NUTRITION I**

| <b>Science and Engineering Practices</b>  | <b>Foods and Nutrition<br/>Performance Indicators</b>  |
|---|--|
| 1. Asking questions (for science) and defining problems (for engineering).            |  |
| 2. Developing and using models.   | 6.1.4; 6.2.6   |
| 3. Planning and carrying out investigations.  | 4.2.3<br>5.2.10, 5.2.11                                |
| 4. Analyzing and interpreting data.   | 6.1.1; 6.2.1, 6.2.2, 6.2.4; 6.3.2; 6.4.1, 6.4.2, 6.4.5 |
| 5. Using mathematics and computational thinking.                                      | 5.2.5, 5.2.7, 5.2.8                                    |
| 6. Constructing explanations (for science) and designing solutions (for engineering). |  |
| 7. Engaging in argument from evidence.  | 6.1.2; 6.2.4; 6.4.2                                    |
| 8. Obtaining, evaluating, and communicating information.                              | 3.1.1; 3.3.1<br>4.3.1<br>6.1.3; 6.2.3; 6.4.3, 6.4.4    |

**CROSSWALKS OF FAMILY AND CONSUMER SCIENCES STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

**Fashion, Textiles and Design I**

| <b>Arts, A/V Technology &amp; Communications Career Cluster™ (AR)</b>  | <b>Performance Indicators</b> |
|--|-------------------------------|
| 1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.                                     | 1.2.1; 1.2.2                  |
| 2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. |                               |
| 3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.   | 1.2.2; 1.2.7                  |
| 4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.  | 3.4.1                         |
| 5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.  | 1.2.1; 1.2.2; 1.3.1; 1.3.2    |
| 6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.   | 1.2.1; 4.3.6                  |

| <b>Visual Arts Career Pathway (AR-VIS)</b>   | <b>Performance Indicators</b>               |
|--|---|
| 1. Describe the history and evolution of the visual arts and its role in and impact on society.                | 1.4.3                                       |
| 2. Analyze how the application of visual arts elements and principles of design communicate and express ideas. | 2.1.1; 2.1.2; 2.1.3; 2.3.4                  |
| 3. Analyze and create two and three-dimensional visual art forms using various media.                          | 2.1.3; 2.2.2; 2.2.3; 2.4.1;<br>3.2.2; 4.3.8 |

## Foods and Nutrition I

| Human Services Career Cluster™ (HU)  | Performance Indicators                   |
|--|--|
| 1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. |  |
| 2. Evaluate the role of the family, community and human services in society and the economy.   |  |
| 3. Use effective communication with human services clients and their families.   |  |
| 4. Demonstrate ethical and legal conduct in human services settings.   |  |
| 5. Evaluate career opportunities in each of the Human Services Career Pathways.  | 1.2.1                                    |
| 6. Explain how human development principles enhance the wellbeing of individuals and families.                                       | 2.1.1, 2.1.3, 2.1.9, 3.1.1, 3.3.1, 3.3.3 |

| Human Services Career Cluster™ (HU)<br>Personal Care Services Career Pathway(HU-PC)   | Performance Indicators   |
|---|--|
| 1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.  | 2.1.9, 4.1.2, 4.1.3, 4.2.1, 4.3.2, 4.3.3, 4.3.4, 4.4.6               |
| 2. Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.  |  |
| 3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.  |  |
| 4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.  | 4.2.2, 4.2.3, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.4.1, 4.4.4, 4.4.5, 4.4.6 |
| 5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. |  |
| 6. Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.  | 1.2.1  |
| 7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.  |  |

| <b>Agriculture, Food &amp; Natural Resources Career Cluster™ (AG)</b>  | <b>Performance Indicators</b>   |
|--|---|
| 1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.   | 4.4.3   |
| 2. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy. | 1.2.1, 2.1.2  |
| 3. Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.   | 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.4.2, 4.4.4, 4.4.5, 4.4.6 |
| 4. Demonstrate stewardship of natural resources in AFNR activities.  |   |
| 5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.  | 1.2.1   |
| 6. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.                         |   |

| <b>Agriculture, Food &amp; Natural Resources Career Cluster™ (AG)<br/>Food Products &amp; Processing Systems Career Pathway (AG-FD)</b> | <b>Performance Indicators</b>   |
|---|---|
| 1. Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.                 | 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 6.1.4, 6.2.6 |
| 2. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.              | 2.1.1, 2.1.3, 2.1.9, 3.1.2, 4.1.2, 4.1.3  |
| 3. Select and process food products for storage, distribution and consumption.  | 4.2.1, 4.2.2, 6.1.4, 6.2.6  |
| 4. Explain the scope of the food industry and the historical and current developments of food products and processing.                  |   |



| <b>Manufacturing Career Cluster™ (MN)</b>  | <b>Performance Indicators</b>   |
|--|---|
| 1. Evaluate the nature and scope of the Manufacturing Career Cluster™ and the role of manufacturing in society and in the economy. | 1.2.1   |
| 2. Analyze and summarize how manufacturing businesses improve performance.   |   |
| 3. Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.           | 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6  |
| 4. Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.            | 1.2.1   |
| 5. Describe government policies and industry standards that apply to manufacturing.  |   |
| 6. Demonstrate workplace knowledge and skills common to manufacturing.   | 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 5.2.2, 5.2.3, 5.2.5, 5.2.7, 5.2.8 |

| <b>Manufacturing Career Cluster™ (MN)<br/>Manufacturing Production Process Development Career Pathway (MN-PPD)</b>                       | <b>Performance Indicators</b>                   |
|--|---|
| 1. Produce quality products that meet manufacturing standards and exceed customer satisfaction.  | 4.1.3, 4.2.2, 6.1.4, 6.2.6, 8.1.1               |
| 2. Research, design and implement alternative manufacturing processes to manage production of new and/or improved products.              |   |
| 3. Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products. | 4.2.2, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 |
| 4. Implement continuous improvement processes in order to maintain quality within manufacturing production.                              |   |
| 5. Develop procedures to create products that meet customer needs.   |   |

## Human Development I

| Human Services Career Cluster™ (HU)  | Performance Indicators |
|--|------------------------|
| 1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. |                        |
| 2. Evaluate the role of the family, community and human services in society and the economy.   | 1.5.1                  |
| 3. Use effective communication with human services clients and their families.   |                        |
| 4. Demonstrate ethical and legal conduct in human services settings.   | 1.4.3                  |
| 5. Evaluate career opportunities in each of the Human Services Career Pathways.  | 1.2.5                  |
| 6. Explain how human development principles enhance the well-being of individuals and families.                                      | 1.5.1                  |

| Family & Community Services Career Pathway (HU-FAM)  | Performance Indicators  |
|--|---|
| 1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.             |   |
| 2. Identify community resources to provide family and community services.  | 3.4.23; 3.5.16  |
| 3. Communicate effectively to gain support from the client's family and other support groups.                          |   |
| 4. Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations. | 1.4.3   |
| 5. Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.                    | 3.4.6, 3.4.9 - 3.4.12, 3.4.22, 3.4.24; 3.5.12, 3.5.14, 3.5.15, 3.5.17 |

| Counseling & Mental Health Services (HU-CMH)   | Performance Indicators |
|--|------------------------|
| 1. Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process. |                        |
| 2. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.                          |                        |
| 3. Evaluate client motivation, strengths and weaknesses to develop a client treatment program.   |                        |
| 4. Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.                              | 1.1.2; 1.2.5           |
| 5. Demonstrate the ethical and legal responsibilities of counseling and mental health services.  | 1.4.3, 1.4.4           |
| 6. Choose appropriate counseling and therapy techniques to serve identified needs.   |                        |

## FAMILY AND CONSUMER SCIENCES

| Career Ready Practices (CRP)  | Performance Indicators  |
|---|---|
| 1. Act as a responsible and contributing citizen and employee.                        | 1.2.1, 1.2.2, 1.2.3, 1.2.4,<br>1.2.5, 1.2.6, 1.2.7, 1.3.2;<br>2.1.2, 2.1.5, 2.2.2;<br>3.4.1, 3.4.3, 3.4.4;<br>5.1.4; 5.2.6  |
| 2. Apply appropriate academic and technical skills.                                   | Experiences throughout the course in a variety of learning assignments  |
| 3. Attend to personal health and financial well-being.                                | 2.1.2, 2.1.6, 2.2.1, 2.2.2,<br>2.3.2, 2.3.4, 2.3.11;<br>3.1.4, 3.2.4, 3.2.5, 3.5.1,<br>3.5.2, 3.5.3;<br>4.1.5, 4.2.4, 4.3.1;<br>5.1.1, 5.1.5;<br>6.1.1, 6.1.2, 6.1.3, 6.1.5,<br>6.2.4 |
| 4. Communicate clearly, effectively and with reason.                                  | 2.1.3, 2.1.4, 2.1.5, 2.5.1  |
| 5. Consider the environmental, social and economic impacts of decisions.              | 2.1.1, 2.2.1, 2.5.3;<br>3.1.5, 3.5.3  |
| 6. Demonstrate creativity and innovation.   | 2.5.1; 5.2.3, 5.2.4   |
| 7. Employ valid and reliable research strategies.                                     | 2.5.1, 2.5.3  |
| 8. Utilize critical thinking to make sense of problems and persevere in solving them. | 2.1.4   |
| 9. Model integrity, ethical leadership and effective management.                      | 2.2.3, 2.2.4, 2.2.5, 2.2.7,<br>2.4.3, 2.5.3   |
| 10. Plan education and career path aligned to personal goals.                         | 1.1.1, 1.1.2, 1.1.3, 1.3.1  |
| 11. Use technology to enhance productivity.   | 2.5.1   |
| 12. Work productively in teams while using cultural/global competence.                | 1.3.2; 2.2.6, 2.2.7; 3.1.6  |

| Human Services Career Cluster™ (HU)  | Performance Indicators |
|--|------------------------|
| 1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals. |                        |
| 2. Evaluate the role of the family, community and human services in society and the economy.                   | 1.2.1, 1.2.3           |
| 3. Use effective communication.  |                        |
| 4. Demonstrate ethical and legal conduct in human services settings.   |                        |
| 5. Evaluate career opportunities in each of the Human Services Career Pathways.                                |                        |
| 6. Explain how human development principles enhance the wellbeing of individuals and families.                 | 2.1.5, 2.2.1           |

| Family & Community Services Career Pathway (HU-FAM)  | Performance Indicators |
|--|------------------------|
| 1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.             |                        |
| 2. Identify community resources to provide family and community services.  | 2.1.3; 3.4.3, 3.4.4    |
| 3. Communicate effectively to gain support from the client's family and other support groups.                          |                        |
| 4. Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations. | 3.4.5, 3.4.6           |
| 5. Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.                    | 3.1.4                  |